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ABSTRACT

The District of Columbia Board of Education declared the 1990-1991 school year "The Year of the Young Child." During this year, the district encouraged programs that: (1) responded to the learning patterns of children; (2) involved parents in their children's development; (3) provided a range of services such as health and nutrition services; and (4) drew on the resources of many agencies. This publication describes program initiatives that were undertaken during the year. These included: (1) demonstration programs, such as teacher training projects and an in-home Head Start project; (2) training programs for Montessori teachers, teacher's aides, and administrators; (3) curriculum programs such as a Head Start project, an arts project, and cooperative projects with the Wolf Trap Institute and the Smithsonian Museum; (4) collaborative efforts for teachers, agencies, and families; (5) bilingual education programs; (6) transitional programs for disabled and special education children, and children of substance abusers; and (7) programs to upgrade classroom equipment and materials, and improve student-teacher ratios. Each of the 31 program profiles includes a synopsis of the program; a phone number and contact person for the participating school; program goals, major objectives, and strategies for the 1991-1992 school year; and descriptions of past accomplishments. (BC)

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DOING THE RIGHT THING FOR CHILDREN

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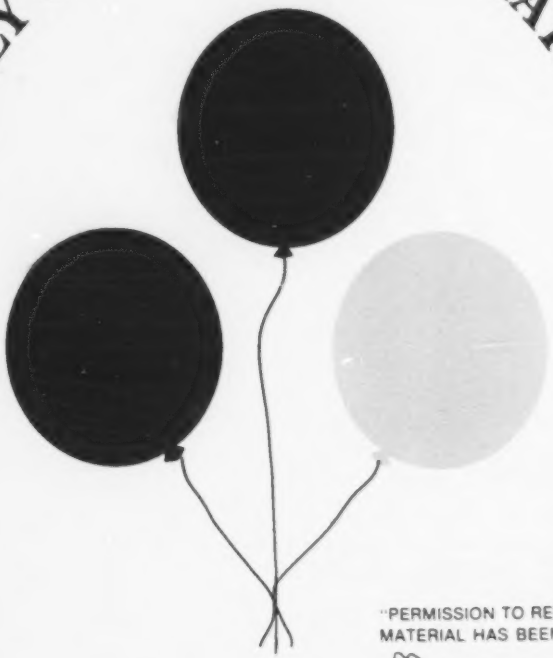

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District of Columbia Public Schools

Table of Contents

Page

Forward 1

Section I: **Demonstration** 2
- Centers 3
- Units 4
- Cadre 5
- Head Start Family Day Care . . 6

Section II: **Training** 7
- Institute 8
- Summer Samplings 9
- Montessori 10
- Educational Aides 11
- Principal's Seminar 12
- Classroom Design 13

Section III: **Curriculum** 14
- Head Start 15
- Very Special Arts 16
- Wolf Trap 17
- Smithsonian 18
- Emergent Literacy 19
- Even Start 20

Section IV: **Collaboratives** 21
- Early Childhood Teachers . . . 22
- Montessori Teachers 23
- Intra-Agency 24
- Inter-Agency 25

Section V: **Bilingual Education** 26
- Transitional 27
- Preschool Readiness 28
- Special Education 29

Section VI: **Transitional Programs** 30
- Rudolph 31
- St. Johns' 32
- Head Start Home Based Option . 33
- Project DAISY 34

Section VII: **Upgrades** 35
- Furniture and Equipment 36
- Recruitment of Aides 37
- Clusters 38
- Non-Categorical Preschool . . . 39

Celebrating Young Children

The early childhood years (4-8) are a critical period for establishing the foundation for later school success. During this period, children display a wide range and rate of growth and development. Fundamental to understanding this delicate period of child growth is recognizing that each child brings a unique set of skills and knowledge to the school setting, and these "gifts" should be cherished, extended and built upon. Furthermore, it is important to recognize that young children learn by doing with hands-on experiences and that "work/play" activities are a legitimate and integral part of early childhood education.

The Board of Education declared school year 1990-1991 "The Year of the Young Child." During this year-long observance, a wide range of activities and efforts were launched in order to move DCPS early childhood programs toward the following quality indicators:

<> programs that have a curriculum and classroom environment that respond to the learning patterns of children in the areas of social/ emotional, intellectual and physical development, and allows for individual differences among children including cultural and linguistic diversity

<> programs that actively involve and support parents as partners in the development of their children

<>programs that provide a wide range of comprehensive services including health, nutrition, parent support and education

<> programs that draw on the resources and expertise of all agencies, both public and private, develop linkages, and establish formal networks in the community to provide for children as they grow and develop.

In order to facilitate the integration of this conceptual framework and to assure improved social and academic outcomes for young children, the following initiatives have been undertaken in support of our theme and vision: "Doing the Right Thing for Children."

Maurice R. Sykes
Director
Early Childhood Programs

Demonstration

Program/Project Title:	Early Childhood Demonstration Centers
Contact Person:	Mary Duru & Barbara Nophlin
Telephone:	202-724-4172

Synopsis

- The Early Childhood Demonstration Centers serve as exemplary training demonstration sites where teachers and administrators throughout the city can observe current practices in the field as well as develop skills and strategies necessary to improve the quality of their local early childhood programs.

Program Goal

- To establish four comprehensive Early Childhood Demonstration Centers strategically located throughout the city

Participating Schools

- Eaton/Hearst
- Garrison
- Simon
- Peabody/Watkins

Major Objectives

- To design a program which draws upon the best current research and educational practices in the field of early childhood education
- To demonstrate for teachers and principals strategies for implementing developmentally appropriate programs
- To provide training residency opportunities for early childhood practitioners

Major Program Strategies Planned for SY 1991-1992

- Open two new centers at Eaton/Hearst and Simon
- Equip centers to meet program standards
- Provide ongoing training and consultation for center staffs
- Develop alternative assessment strategies for teachers and students

Past Accomplishments/Results

- Provided training for center staffs in hands-on math, thematic curriculum design and Emergent Literacy
- Conducted site visits to exemplary early childhood programs
- Established centers at Garrison and Peabody/Watkins

Program Project Title:	Early Childhood Units
Contact Person:	Austine Fowler / Linda Harrison / Dorothy Rice
Telephone:	202-724-4528 / 724-4528 / 576-6294

Synopsis

- The Early Childhood Units are a school-based restructuring effort which provides a new paradigm for working with young children ages 4 to 8. The Units are based on the recommendations of the National Association of State Boards of Educations' report, *Right From the Start*

Program Goal

- To develop more successful local school models for teaching in the early elementary grades based on knowledge of child development and the lessons from successful early childhood programs

Participating Schools

- Bancroft
- Burrville
- Mann

Major Objectives

- To provide a developmentally appropriate curriculum
- To provide alternative assessment strategies
- To improve partnerships with parents
- To provide for cultural and linguistic diversity
- To provide for collaboration with related community services and programs

Major Program Strategies Planned for SY 1991-1992

- Provide technical assistance to early childhood units
- Conduct second round of planning grant proposals

Past Accomplishments/Results

- Request for planning grant proposals sent to local schools
- Planning grant proposals submitted by local schools
- Proposals awarded
- Early Childhood Units began implementation of planning grants

Program/Project Title:	The Early Childhood Cadre
Contact Person:	Mary Duru & Barbara Nophlin - Linda Harrison - Donna Brunson - Chip Wood
Telephone:	202-724-4172, 724-4528, 767-8709 / 413-772-2066

Synopsis

- The Early Childhood Cadre(ECC) is a collaborative training and restructuring initiative between DCPS and the Northeast Foundation for Children. Drawing initially from the faculties of Early Childhood Demonstration Centers and Early Childhood Units, teachers representing prekindergarten through third grade have been selected on a competitive basis to serve as peer teachers for their individual schools, as well as leaders in the overall DCPS Early Childhood restructuring effort.

Program Goal

- To train and develop a cadre of exemplary teachers who will serve as the leadership vanguard in DCPS' efforts to restructure early childhood education

Participating Schools

- Eaton/Herst
- Peabody/Watkins
- Bancroft
- Garrison
- Simon
- Mann

Major Objectives

- To create a model for developmentally appropriate classrooms at each grade level at each site
- To assist other teachers at each site to create the best possible developmental programs in their classrooms
- To work with the adminstration at each site to plan and implement all the program components
- To demonstrate for parents, visiting teachers, and other parts of the D.C. Public Schools Community what represents good classrooms for young children
- To work as a total cadre in conjunction with principals and the early childhood coordinators
- To help plan the future of the early childhood restructuring effort

Major Program Strategies Planned for SY 1991-1992

- Select second cycle of cadre teachers
- Provide specialized training and consultation
- Provide assistance with room design and curriculum planning

Past Accomplishments/Results

- Completed application process
- Selected twenty-one cadre teachers
- Provided two weeks of training for cadre members

SECTION II:

Training

12

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Program Project Title:	Head Start Family Day Care
Contact Person:	Linda McKay & Beverly Langford-Thomas
Telephone:	202-767-8709 & 767-8483

Synopsis

- A locally designed Head Start model providing comprehensive educational, social and health services in home settings for groups of five children, manned by trained, licensed family day care providers. The program provides extended care between the hours of 7 a.m. to 6 p.m.

Program Goal

- To establish an optional model for the provision of Head Start services in a home based setting

Participating Homes

- Selected homes in Wards l, 5, 7, & 8

Major Objectives

- To provide comprehensive Head Start services to 30 children
- To establish a network of licensed, trained family day care providers

Major Program Strategies Planned for SY 1991-1992

- Provide pre-service training using newly field tested Creative Associates Family Day Care Curriculum
- Implement Black Parenting Effectiveness Curriculum
- Train and license a minimum of one Hispanic and one Asian provider

Past Accomplishment/Result

- Provided pre-and in-service training for twenty providers
- Contracted with eight providers
- Supported licensing
- Provided services for twenty-one children

Program Project Title:	Early Childhood Institute
Contact Person:	Mary Dunn Bruce Boyden Csilla Luckett
Telephone:	202-724-4172 576-6052 724-4528

Synopsis

- This activity provides early childhood educators with an opportunity to focus on issues and practices within the field. It assures that systemwide policy and direction is conveyed in a consistent and coherent manner and that these practices are adhered to in the classroom.

Program Goal

- To provide all prekindergarten, Head Start, kindergarten, non-categorical preschool, first grade through third grade, Chapter I, and primary resource teachers with coherence and continuity for the overall early childhood improvement initiative

Participating Schools

- Citywide

Major Objectives

- To conduct an annual day-long forum where the system's overall thrust to ensure developmentally appropriate practices can be reinforced
- To provide hands-on experiential learning which can be easily replicated in classrooms
- To familiarize classroom teachers with the current research in the field of early childhood education

Major Program Srategies Planned for SY 1991-1992

- Conduct Third Annual Early Childhood Institute

Past Accomplishments/Results

- First Annual Early Childhood Institute held January 1990
- Second Annual Early Childhood Institute held January 1991

Program Project Title:	Summer Samplings
Contact Person:	Mary Dunn and Barbara Nophlin
Telephone:	202-727-2273

Synopsis

- Summer Samplings is an initiative to provide continuous professional development and training experiences for early childhood teachers in order to support their efforts to improve teaching practices.

Program Goal

- To provide a wide range of experiential learning activities for classroom teachers during the summer that will improve their ability to implement developmentally appropriate practices

Participating schools

- Citywide

Major Objectives

- To provide hands-on, experiential learning that can be easily implemented in the classroom
- To familiarize teachers with the concept of experiential learning
- To demonstrate developmentally appropriate practices as they relate to programs serving young children

Major Program Strategies Planned for SY 1991-1992

- Plan and implement a similar set of experiential learning activities for summer 1992

Past Accomplishments/Results

- Conducted Summer Samplings 1990
- Conducted Summer Samplings 1991
- Provided eight hundred training slots for early childhood teachers, prekindergarten through third grade system wide

Program Project Title:	Montessori Teacher Training
Contact Person:	Rita Schaefer
Telephone:	202-537-7030

Synopsis

- This retooling effort seeks to develop a pool of Montessori trained practictioners from within the ranks of career DCPS teachers and is a collaborative initiative in conjunction with the Montessori Development Partnerships Inc.
- This initiative responds to specific language contained within the FY 1991 Congressional appropriation, as well as DCPS' commitment, to expand Montessori programs.

Program Goal

- To expand Montessori programs to all quadrants of the city in order to assure program access to a wide range of children and parents

Participating Schools

- Citywide

Major Objectives

- To expand Montessori programs to all quadrants of the city
- To establish a training center that will offer pedagogical instruction in the Montessori methodology
- To provide training over a two-summer training cycle
- To train 20 career teachers in the Montessori method

Major Program Strategies Planned for SY 1991-1992

- Conduct second summer training cycle
- Provide consultation and support for trainees

Past Accomplishments/Results

- Conducted a week-long Montessori seminar in July 1989
- Conducted an introduction to Montessori seminar for teachers
- Negotiated training contract with the North American Montessori Association
- Recruited and selected Montessori trainees

Program Project Title:	Early Childhood Education Aides Training
Contact Person:	M. Parker Anderson, Austine Fowler & Frances Rollins
Telephone:	202-673-7308, 724-4528 & 724-3998

Synopsis

- This program seeks to provide training for early childhood education aides to ensure that all personnel working in early childhood classrooms are trained in developmentally appropriate practices.

Program Goal

- To provide training that moves participants through a career path beginning with the Child Development Associate credential

Participating Schools

- Citywide

Major Objectives

- To improve the quality of classroom instruction assuring that all early childhood personnel receive appropriate training
- To provide basic training in the area of developmentally appropriate practice in the early childhood classroom
- To provide ongoing training for early childhood aides which moves them toward the Child Development Associate credential

Major Program Strategies Planned for SY 1991-1992

- Provide training for trainers who will work with early childhood education aides
- Implement the first training cycle for a group of 40 early childhood aides
- Continue the development of career path model

Past Accomplishments/Results

- Developed training design for first cycle of trainees

Program Project Title:	Early Childhood Principal's Seminar Series
Contact Person:	Diane E. Dodge & Maurice R. Sykes
Telephone:	202-362-7543 & 202-724-4172

Synopsis

- To provide a forum for administrators to examine ongoing strategies in support of developmentally appropriate practices.

Program Goal

- To discuss child development research and theory as well as increase the principal's knowledge-base of developmentally appropriate practices

Participating Schools

- Citywide

Major Objectives

- To establish a forum where principals can hear and discuss current research and practices and their implications for affecting the early childhood programs in their schools
- To provide a forum in which principals can develop the skills necessary to provide leadership in support of developmentally appropriate classrooms in their schools

Major Program Strategies Planned for SY 1991-1992

- Conduct monthly principal's seminars
- Provide in-depth training in the area of administrative support and evaluation of developmentally appropriate classrooms

Past Accomplishments/Results

- Conducted monthly seminars during SY 1990-1991

Program Project Title:	Classroom Design and Curriculum Training for Prekindergarten and Kindergarten Teachers
Contact Person:	Austine B. Fowler & Linda Harrison
Telephone:	202-724-4528

Synopsis

- The purchase of equipment, supplies and materials and the companion introductory training is part of the ongoing effort to improve the quality of instruction at the early childhood level. The one-day training sessions focus on establishing an effective learning environment by providing assistance for teachers in creating inviting interest areas and using these areas for planning integrated thematic curriculum units.

Program Goal

- To provide one-day training for prekindergarten and kindergarten teachers receiving new materials and equipment

Participating Schools

- Citywide

Major Objectives

- To familiarize teachers with appropriate use of equipment, supplies and materials designed for the early childhood setting
- To demonstrate appropriate classroom arrangement
- To provide an opportunity for hands-on experiences using the new equipment materials
- To provide a framework for thematic integrated curriculum planning

Major Program Strategies Planned for SY 1991-1992

- To provide training for teachers as they receive equipment, supplies and materials

Past Accomplishments/Results

- Provided training for 272 teachers

SECTION III:

Curriculum

19

Program Project Title:	Head Start Transition Project
Contact Person:	Diane T. Dodge, Maurice Sykes, Helen Taylor & Beverly L. Thomas
Telephone:	202-362-7543,727-2272,397-3800,767-8709

Synopsis

- This project is a federally supported collaborative effort between the National Child Day Care Association, DCPS Early Childhood Programs and Teaching Strategies, Inc., to set up a developmentally appropriate eary childhood pilot program in two schools. The project will establish a curriculum design team comprised of teachers, parents, principals and curriculum specialists to assess current practices and to guide the development of appropriate curriculum for children prekindergaten through second grade.

Program Goal

- To facilitate children's transition between Head Start and public school programs in order to extend their Head Start program practices into the early grades

Participating Schools

- Lewis
- Reed

Major Objectives

- To improve the quality of the Head Start experiences by enhancing the implementation of a developmentally appropriate curriculm
- To identify and implement effective strategies which ease the transition from Head Start to the public school programs
- To design and implement developmentally appropriate curriculum and assessment practices in kindergarten, first and second grades

Major Program Strategies Planned for SY 1991-1992

- Establish a curriculum design team to guide and support the change process
- Work with Head Start parents to enlist their support for their child's continued learning
- Document and disseminate effective strategies for implementing developmentally appropriate practices within the public schools

Past Accomplishments/Results

- Provided monthly training and classroom consultation
- Conducted site visits to exemplary eary childhood programs

Program Project Title:	Very Special Arts
Contact Person:	Erasmo Garza & Lawrence Riccio
Telephone:	202-674-7280 & 202-939-5143

Synopsis

- The Very Special Arts project, in collaboration with Trinity College, is a strategy to change school culture through the use of the arts. The staff will be trained to view children from a nondeficit perspective and build upon the natural strengths that children bring to the classroom setting. A by-product of the strategy will be a reduction in the number of children referred for special education services.

Program Goal

- A pilot project utilizing the "whole-school" approach to reduce special education referrals and radically change the local school culture

Participating Schools

- Bancroft

Major Objectives

- To develop an understanding of the principles of a "whole-school" approach
- To develop an understanding of the individual and behavior of each child
- To identify the requisite knowledge, skills and attitudes needed to understand the range and diversity of the student learner

Major Program Strategies Planned for SY 1991-1992

- Art educator will work with the local school staff
- Art project presentations by students
- Participation in the Very Special Arts Festival at the Kennedy Center

Past Accomplishments/Results

- New program

Program Project Title:	Wolf Trap Institute for Early Learning-Non Categorical Pre-School Teacher Training
Contact Person:	Mimi Flaherty & Robbie King
Telephone:	703-225-1933 & 202-576-6937

Sysnopsis

- This joint project between DCPS and the Wolf Trap Institute for Early Learning is a "training of trainers" program for non-categorical pre-school teachers utilizing the performing arts as an instructional strategy for young disabled children.

Program Goal

- To implement a turn key training process in which teachers will learn how to use the performing arts to teach children specific skills

Partticipating Schools

- Eight classrooms citywide

Major Objectives

- To modify existing activities
- To develop new curriculum
- To use the performing arts as a mainstreaming strategy

Major Program Strategies Planned for SY 1991-1992

- Identify participating teachers
- Teachers attend Wolf Trap Institutes' annual artist conference
- Conduct teacher/artist planning meeting
- Conduct training seminars for teachers
- Implement Artist in Residence component
- Conduct summer institute

Past Accomplishments/Results

- New program

Program Project Title:	Smithsonian Museum Lab Schools
Contact Person:	Ann Bay , Maria Marable & Maurice R. Sykes
Telephone:	202-357-2111 202-724-4172

Synopsis

- This project is a collaboration between the Smithsonian Institute and D.C. Public Schools and will serve as a prototype for the continuum of hands-on developmentally appropriate practices at the upper elementary school level. Drawing upon the vast resources of the Smithsonian Museum, this project will develop an experiential, hands-on approach to instruction through utilization of the Smithsonian's permanent collections and traveling exhibits.

Program Goal

- Establish museum lab schools at the participating sites utilizing the Smithsonian Institute's resources and the Fox Fire curriculum strategy

Participating Schools

- Reed
- Lewis

Major Objectives

- Train teachers in the use of the museum
- Support teacher curriculum development activities
- Train teachers in the Fox Fire approach to curriculum and learning

Major Program Strategies Planned for SY 1991-1992

- Conduct Smithsonian Museum seminars series for teachers
- Visit schools in Atlanta Georgia to observe the Fox Fire approach
- Provide summer teacher internships at the Smithsonian
- Conduct regularly scheduled student visits to the Smithsonian

Past Accomplishments/Results

- Conducted an Introduction to Smithsonian Institute seminar for teachers
- Provided summer teacher internships at selected museums

Program Project Title:	Emergent Literacy Expansion
Contact Person:	Csilla Enckett
Telephone:	202-724-4528

Synopsis

- This effort is an expansion of a three year program conducted in conjunction with George Washington University with support from the Cafritz Foundation. This effective whole language approach recognizes and validates the young child's "emerging literacy" through a series of literacy events which develop the child's beginning reading and writing skills.

Program Goal

- To train all prekindergarten and kindergarten teachers in the Emergent Literacy approach

Participating Schools

- Citywide

Major Objectives

- To conduct courses in the Emergent Literacy approach
- To provide support and coaching to teachers receiving training
- To provide teachers with books which support the Emergent Literacy approach

Major Program Strategies Planned for SY 1991-1992

- Conduct course for 100 teachers
- Provide coaching and site visits for teachers
- Conduct a symposium for teachers who were previously trained

Past Acomplishments/Results

- Trained 250 teachers

Program Project Title:	Even Start
Contact Person:	Constance C. Muir
Telephone:	202-724-4525

Synopsis

- Even Start is a federally funded program that seeks to bridge the gap between home and school. It is designed to address the lack of success in school on the part of a large number of children whose parent's literacy level and knowledge of parenting skills prevent them from helping their child succeed in school.

Program Goal

- To improve the educational outcomes for parents and their children (ages 1-7) by integrating early childhood education and adult education for parents into a unified skills training program

Participating Schools

- Bell Multicultural
- Ketcham

Major Objectives

- To provide literacy training for eligible parents regardless of their native language or level of education
- To train parents as partners in the academic success of their child
- To assist parents in acquiring the skills and confidence needed to become active and vocal participants in their child's education

Major Program Strategies Planned for SY 1991-1992

- Provide classes to help parents improve their basic skills
- Conduct field trips for parents and children
- Provide take home games and a variety of fun learning materials for parents
- Conduct parent workshops on child growth and development

Past Accomplishments/Results

- Ninety-six families registered
- Conducted field trips to the Children's Museum, Frederick Douglass Home and the Anacostia Museum
- Assisted parents in obtaining library cards
- Conducted parent workshops on story reading and other hands-on activities
- Established relationships with a range of public and private agencies including the Department of Employment Services, Department of Housing, churches and day care centers

SECTION IV:

Collaboratives

Program Project Title:	Early Childhood Teacher Collaborative
Contact Person:	Bruce Boyden, Shelley Graham & Csilla Luckett
Telephone:	202-576-6052 576-6288 724-4528

Synopsis:

- The Early Childhood Teacher Collaborative seeks to provide a forum in which teachers can discuss educational practices, explore areas of mutual interest and develop an enhanced sense of professional participation and collegiality.

Program Goal

- To establish a forum where early childhood practitioners can discuss educational practices and plan for their own professional development

Participating schools

- Citywide

Major Objectives

- To discuss and examine current and emerging issues in the field of early childhood education
- To design and coordinate a series of systemwide professional development activities for early childhood practitioners
- To plan and implement the systemwide Annual Early Childhood Institute

Major Program Strategies Planned for SY 1991-1992

- Conduct a fall and spring convocation
- Support ongoing work of the special interest topic forums

Past Accomplishments/Results

- Assisted in the planning of the Second Annual citywide early childhood institute
- Conducted citywide early childhood collaborative meetings
- Established special interest topic forums

Program Project Title:	Montessori Teacher Collaborative
Contact Person:	Rita Schaefer
Telephone:	202-547-7030

Synopsis

- The Montessori teacher collaborative seeks to provide a forum in which teachers can discuss Montessori practices, and assist in designing the expansion of Montessori programs within the D.C. Public Schools.

Program Goal

- To establish a forum where Montessori practitioners can discuss practices and explore special areas of interest to determine and plan for their own professional growth

Participating Schools

- Fort Lincoln
- Watkins
- Woodridge

Major Objectives

- To discuss and examine current and emerging issues in the field of Montessori education
- To design and coordinate a series of systemwide professional development activities for Montessori practitioners
- To support training efforts that expand the pool of Montessori teachers

Major Program Strategies Planned for SY 1991-1992

- Provide training for current Montessori teachers
- Conduct Montessori teacher collaborative meetings
- Provide instructional support for current Montessori teachers

Past Accomplishments/Results

- Established the Montessori teacher collaborative
- Conducted orientation for perspective Montessori trainees

Program/Project Title:	Intra-agency Early Childhood Collaborative
Contact Person:	Maurice R. Sykes
Telephone:	202-724-4172

Synopsis

- This collaborative effort seeks to break down artificial organizational barriers in order to assure coherent and coordinated instructional programs for young children.

Program Goal

- To establish a forum where all divisions providing services for children ages 4 to 8 can coordinate those programs and avoid duplication of effort

Participating Offices

- Instructional Support, Curriculum, Professional Development and Training, Chapter I, Head Start, Special Education, Language Minorities, Educational Accountability

Major Objectives

- To develop a consensus on developmentally appropriate practices for early childhood education programs
- To keep abreast of current research and practices in the field of early childhood education
- To coordinate services and practices across organizational lines

Major Program Strategies Planned for SY 1991-1992

- Continue bi-monthly meetings
- Provide support and training for prekindergarten through third grade classroom teachers
- Develop new initiatives

Past Accomplishments/Results

- Conducted bi-monthly meetings since 1989
- Established eight working committees in 1990

Program Project Title:	Inter-agency Early Childhood Collaborative
Contact Person:	Barbara Ferguson Kamara & Maurice R. Sykes
Telephone:	202-727-1839 202-724-4172

Synopsis

- The citywide early childhood collaborative seeks to improve the life outcomes for young children and their families through the provision of coordinated human and fiscal resources. The focus of this effort will be the families residing in the Stanton Dwellings and Frederick Douglass Homes.

Program Goal

- To initiate a community-wide collaborative effort to address the needs of children ages 0 to 8, including early childhood professionals, child care providers, health and human services, social service agencies, and public and private representatives

Participating Schools

- Garfield
- Turner

Participating Agencies

- Department of Consumer and Regulatory Affairs, Department of Human Services Day Care Division, Public Health Service, D.C. Public Schools, United Planning Organization, National Child Day Care Association, Department of Recreation, Office of Early Childhood Development, University of the District of Columbia, Washington Child Development Council, Parents United, the D.C. Committee on Public Education, Washington Parent Group Fund

Major Objectives

- To develop a strategy to link all early childhood and child care services into a single continuum of support for young children and their families
- To connect all young children with comprehensive health services that are necessary for their physical, social and psychological development
- To link parents of young children in early childhood programs, and their siblings, with other services that will move them toward self-sufficiency

Major Program Strategies Planned for SY 1991-1992

- Convene public, private, civic, religious and community leaders to implement the collaborative model in the Frederick Douglass Homes and Stanton Dwellings

Past Accomplishments/Results

- Regular collaborative planning group meetings held
- Identification of targeted project area
- Identification of expanded membership

SECTION V:

Bilingual Education

31

Program Project Title:	Early Childhood Bilingual Transitional
Contact Person:	M. Parker Anderson & Ester Acosta Day
Telephone:	202-673-7308

Synopsis

- This program draws upon second language acquisition research, sound child development theory, and promising practices for strengthening home/school relationships. The program provides young children 3-5 years old with developmentally and culturally appropriate learning experiences in their primary language with ESL instruction integrated throughout the curriculum.

Program Goal

- To reinforce and expand children's proficiency in their primary home language as a foundation for improved second language acquisition

Participating Schools

- Cleveland
- Meyer
- Reed

Major Objectives

- To utilize the student's first language as the primary language of instruction in order to reinforce and expand first language capability
- To strengthen home/school relationships through primary language communication, parent training, family advocacy/support
- To provide ESL instruction as a transition strategy

Major Program Strategies Planned for SY 1991-1992

- Recruit and hire teachers
- Establish three new classrooms

Past Accomplishments/Results

New program

Program/Project Title:	Preschool Readiness in English Program (PREP) (Bilingual Preschool)
Contact Person:	M. Parker Andersonff & Ester Acosta Day
Telephone:	202-673-7308

Synopsis

- The purpose of the program is to work with and assist non-English proficient and limited English proficient children and their parents in prekindergarten early childhood classes.

Program Goal

- To increase English language acquisition and to increase the staff's capability to work with limited English proficient children and their families

Participating Schools

- Adams
- Bancroft
- Reed
- Harrison
- H.D. Cooke
- Powell
- Tubman
- Ross
- Thompson
- Raymond

Major Objectives

- To provide English as a Second Language (ESL) instruction appropriate to the level of the students' competence and appropriate for young children
- To screen incoming preschool children for possible health and developmental problems
- To increase teachers' skills in the area of early childhood education and ESL
- To prepare parents to take an active role in the education of their children

Major Program Strategies Planned for SY 1991-1992

- Assist children with second language acquisition
- Provide training for project staff, parents and teachers
- Provide support and advocacy for parents
- Provide summer enrichment progam

Past Accomplishments/Results

- Recruited and hired bilingual aides for participating schools
- Conducted training for teachers and aides
- Conducted workshops for parents
- Conducted summer enrichment programs for children (Summers 1991-1992)

Program Project Title:	Early Childhood Bilingual Special Education
Contact Person:	Ricardo Hernandez
Telephone:	202-673-7308

Synopsis

- This program seeks to provide appropriate instructional experiences for Limited English Proficient (LEP)students with mild to moderate disabilities. The program is designed for two age continums: 3 -5 and 6 - 8 years olds. It will provide instruction in the primary language with ESL instruction integrated throughout the curriculum.

Program Goal

- To provide developmentally appropriate experiences for LEP students with mild to moderate disabilities, using their primary language as the language of instruction

Participating Schools

- Cleveland
- Meyer
- Reed

Major Objectives

- To utilize the LEP students' primary language as the language of instruction in order to reinforce and expand their first language capability
- To provide an individualized educational plan which is both linguistically and culturally appropriate
- To strenghten home/school relations through primary language communication, parent training and family advocacy and support
- To provide ESL instruction as a transition strategy

Major Program Strategies Planned for SY 1991-1992

- Recruit and hire teachers
- Develop transition plans for children and their families
- Establish five new classrooms

Past Accomplishments/Results

- New program

SECTION VI:

Transitional Programs

Program/Project Title:	Rudolph Transition Demonstration Center
Contact Person:	Robbie King
Telephone:	202-576-6937

Synopsis

This demonstration project, housed at Rudolph Elementary School, is a model for the transition and integration of young disabled students from DCPS citywide programs. The site will include two mainstreamed classrooms, one diagnostic classroom and one occupational and physical therapy classroom. This project is a collaborative effort between early childhood programs and the division of special education.

Program Goal

- To develop and implement creative programming options and intervention strategies in the delivery of comprehensive services to young disabled children and their families

Participating Schools

- Mamie D. Lee
- Rudolph
- Sharpe Health Center

Major Objectives

- To promote the integration of young students with disabilities into regular education classrooms
- To develop model classrooms and a transition process that can be replicated systemwide
- To correct any misconceptions about or biases toward students with disabilities that may be held by regular education staff
- To promote the development of children with disabilities at an early age in order to reduce the need for long-term special education
- To foster the acceptance of children with disabilities by regular education students and their families
- To expand the capabilities of DCPS to serve young children with a multitude of disabilities within mainstreamed educational settings

Major Program Srategies Planned for SY 1991-1992

- Recruit students
- Select staff
- Conduct parent transition sessions
- Prepare classroom environment
- Provide inservice training for staff
- Coordinate related services

Past Accomplishment/Results

- New program

Program/Project Title:	DCPS St. John's Transition Project
Contact Person:	Diane Powell
Telephone:	202-576-6937

Synopsis

- This initiative in compliance with Public Law 99-457, represents an effort to develop a model for the transition of 3-5 year old children from private special education settings into general education programs, located at their home schools. This project is a collaborative effort between DCPS and St. John's Child Development Center.

Program Goal

- To enhance DCPS' capacity to effectively meet the goals established by the D.C. Board of Education's Commission on Special Education 1990 report as well as PL 99-457

Participating Schools

- Garrison
- King

Major Objectives

- To promote the integration of young students with disabilities into regular education classrooms
- To develop model classrooms and a transition process that can be replicated systemwide
- To correct any misconceptions about or biases toward students with disabilities that may be held by regular education staff
- To promote the development of children with disabilities at an early age in order to reduce the need for long-term special education
- To foster the acceptance of children with disabilities by regular education students and their families
- To expand the capabilities of DCPS to serve young children with a multitude of disabilities within mainstreamed educational settings

Major Program Strategies Planned for SY 1991-1992

- Recruit and hire teachers
- Establish new classrooms
- Provide training for parents, students and school staff

Past Accomplishments/Results

- New project scheduled

Program/Project Title:	Head Start Home Based Option
Contact Person:	Beverly Langford-Thomas
Telephone:	202-767-8483

Synopsis

- This is a program designed to provide instructional and support services to recovering substance abusers and their young children. Services are provided to the families in their homes.

Program Goal

- To provide intervention strategies which will support parental self sufficiency and improved outcomes for children in the home

Participating Families

- Confidential

Major Objectives

- To develop individualized family self-sufficiency plans in conjunction with parent participants
- To provide educational activities for children which are designed and implemented by the Head Start home visitor and the parent
- To support the participants use of community services in order to extend recovery

Major Program Strategies Planned for SY 1991-1992

- Identify twelve participant families
- Provide comprehensive services to children
- Conduct parental involvement activities for parent participants at the Women's Service Center, D.C. General Hospital

Past Accomplishments/Results

- Facilitated the institutionalization of the Parent Training Center at the Women's Service Center
- Provided ongoing support services to the Parent Training Center
- Provided comprehensive Head Start services to nine targeted families

Program Project Title:	PROJECT DAISY: Developing Appropriate Intervention Strategies for Young Children
Contact Person:	Diane Powell
Telephone:	202-576-6937

Synopsis

- This program is a developmentally appropriate regular education program which has included in its population children who have been prenatally exposed to drugs. This project is a collaborative effort between public and private agencies, primarily DCPS and The Commissions of Public and Mental Health, and it seeks to identify and ameliorate behaviors associated with prenatal exposure.

Program Goal

- To conduct a two-year longitudinal study of children prenatally exposed to drugs which focuses on the behaviors and successful intervention strategies which are to be disseminated to classroom teachers systemwide

Participating Schools

- Confidential

Major Objectives

- To operate four pilot classrooms serving children ages 3-5
- To observe and record behaviors of children in non-pilot classrooms
- To develop and implement developmentally appropriate intervention strategies and techniques for classroom use
- To provide appropriate supportive services for target population and their families
- To generate a set of best practices for use by teachers throughout the system
- To publish and disseminate a project manual
- To conduct inservice training for teachers

Major Program Strategies Planned for SY 1991-1992

- Expand program to include two new sites
- Provide training for teachers

Past Accomplishments/Results

- On-going meetings of the Superintendent's Round Table on Prenatally Exposed Babies
- Multi-disciplinary team organized
- Two classrooms in operation

SECTION VII:

Upgrades

Program/Project Title:	Upgrading Equipment & Materials
Contact Person:	Linda Harrison
Telephone:	202-724-4528

Synopsis

- This initiative seeks to provide eary childhood classrooms with the equipment and materials necessary to operate developmentally appropriate programs. These standards are consistent with the recommendations of the National Association for the Education of Young Children, the nationally acclaimed High Scope model as well as recommendations contained within the D.C. Committee on Public Education Report.

Program Goal

- To upgrade all early childhood classrooms, prekindergarten through third grade, to minimum acceptable standards for equipment and materials

Participating Schools

- Citywide

Major Objectives

- All early childhood classrooms (1,500) upgraded by SY 1994-1995

Major Program Strategies Planned for SY 1991-1992

- Upgrade 310 additional prekindergarten, kindergarten, and first grade classrooms

Past Accomplishments/Results

- Completed equipment and materials survey of all prekindergarten and kindergarten classrooms
- Published a booklet ranking classroom equipment upgrading according to need
- Provided equipment for 310 prekindergarten and kindergarten classrooms

Program Project Title:	Prekindergarten Kindergarten Aides
Contact Person:	Ulysses Stonum
Telephone:	202-724-4168

Synopsis

- This initiative seeks, at the prekindergarten level, to meet Board policy in student/adult ratios of 1:10. Achieving the same ratio at the kindergarten level is further supported by reports prepared by the National Association for the Education of Young Children, the National Association of State Boards of Education The National Association of Elementary Principals and the D.C. Committee on Public Education.

Program Goal

- To provide each prekindergarten and kindergarten classroom with an early childhood aide

Participating Schools

- Citywide

Major Objectives

- To meet Board policy of 1:10 student/adult ratio in all prekindergarten classrooms
- To meet nationally recognized standards for quality early childhood programs

Major Program Strategies Planned for SY 1991-1992

- Identity resources to continue expansion of the initiative
- Recruit and hire aides

Past Accomplishments/Results

- Secured budget approval for full implementation at the prekindergarten level
- Surveyed all elementary schools in order to determine the need for additional prekindergarten aides
- Hired 77 new prekindergarten aides during school year 1990-1991
- Provided each prekindergarten classroom with an early childhood aide

Program Project Title:	Early Childhood Clusters
Contact Person:	Constance Mair
Telephone:	202-724-4528

Synopsis

- This project seeks to assure access to developmentally appropriate programs for children ages 4-5 after the local school has reached its enrollment capacity in prekindergarten and kindergarten classrooms

Program Goal

- The early childhood cluster concept is designed to assure program access to all five year olds who will enter the public schools as a result of the Compulsory School Attendance Law - D.C. Act 8-331

Participating Schools

- Aiton
- Carver
- Cleveland
- Goding
- Hearst
- Moten
- Montgomery
- Petworth
- Truesdell
- Webb

Major Objectives

- To provide program access for all five year olds
- To reduce the number of children on the prekindergarten waiting list
- To reduce class sizes in kindergarten classrooms
- To cluster early childhood classrooms in the eight wards of the city

Major Planned Strategies Planned for SY 1991-1992

- Identify space
- Outfit classrooms
- Recruit and hire teachers

Past Accomplishments/Results

- Opened 17 new classrooms in school year 1990-1991
- Opened 13 new classrooms in school year 1989-1990

Program Project Title:	Upgrading Special Education Non-Categorical Preschool Programs
Contact Person:	Robbie King
Telephone:	202-576-6937

Synopsis

- The non-categorical special education preschool initiative is an effort to assure equity in special education early childhood classrooms in staffing and equipment. This initiative seeks to improve the preparation of the teaching staff and to ultimately increase the number of mainstreamed children.

Program Goal

- To upgrade the equipment, staffing, and quality of instruction in non-categorical special education preschool programs

Participating Schools

- Citywide

Major Objectives

- To furnish appropriate equipment and materials
- To provide teacher aides for each classroom
- To provide training in early childhood education for staff
- To establish an early chidhood education license
- To increase mainstreaming of special education children

Major Program Strategies Planned for SY 1991-1992

- Provide ongoing training
- Prepare licensing documents
- Support mainstreaming efforts

Past Accomplishments/Results

- Conducted classroom equipment survey
- Provided equipment upgrading for all classrooms
- Recruited and hired teacher aides